**Stone Bank School**

**Middle School Reading**

**2016-2017 Syllabus**

This developmental reading class creates readers and writers who are able to comprehend a variety of selections then analyze, synthesize, and apply what they read through writing and speaking in a clearly developed manner. The program reader’s workshop will be implemented within the classroom to encourage the development of these skills. ***Components of this syllabus are subject to change throughout the year***.

**Classroom Goals**

1. Read and analyze a variety of genres in class (Interactive Read Aloud) and independently (students will read in a book of their choice 30 minutes every day).
2. Successfully apply various reading strategies for monitoring comprehension. These will be modeled by the teacher during the read aloud and mini lessons (seminars). Students will practice these daily during independent read.
3. Write clear, well-developed responses in reader’s notebook to enhance comprehension and build knowledge base.
4. Effectively communicate and discuss various aspects of literature with teacher weekly in conferences.

**Class Expectations**

1. In reader’s notebook, complete comprehension activities as modeled by the teacher during interactive read aloud and discussed in conferences during independent read time.
2. Come to class prepared with materials every day. Materials include: pen, pencil, reader’s notebook, independent read book, and “post its” if needed.
3. Participate in small group discussion and individual “seat work”.
4. Learn and apply comprehension skills and literary terminology.

*Successful readers understand that reading is a thinking activity and they have control over their reading behavior. The following list includes specific strategies to self-direct plans for comprehending text. These strategies will be emphasized in individual student conferences and interactive read aloud sessions.*

**KWL**

**Embedded Questions**

**Self-monitoring comprehension**

**Predicting**

**Interpreting figures of speech**

**Graphic Organizers**

**Use of context clues to understand word meanings**

**Summarizing and paraphrasing**

**Report for a set purpose**

**Activating background knowledge**

**Reciprocal Teaching**

**Formal Learning Assessments Utilized**

1. Student participation and preparation document
2. Student teacher conferences weekly
3. I – Ready (three times throughout the year)

**Units of Instruction (The following list is the likely pieces of literature that will be used for interactive read aloud portion of the workshop)**

**6th Grade**

Addison Cooke and the Treasure of the Incas / Among The Hidden / The Apprenticeship of Lucas Whitaker / Where the Red Fern Grows / The Cay / Short Stories, plays, and selected poetry / Folklore: A Blast From the Past

**7th Grade**

I – Robot / The Pearl / The True Confessions of Charlotte Doyle / The Westing Game

Short Stories from Edgar Allen Poe, O. Henry and Sir Arthur Conan Doyle / Poetry Selections

**8th Grade**

Myths / Classic American Short Stories / Poetry Selections / A Christmas Carol / Flowers for Algernon / Poetry / The Time Machine / The Giver / A Long Way from Chicago

The War Within: A Novel of the Civil War

**Essential Learning Objectives (ELO’s) / 6th Grade**

*Three overarching Ideas* / *A) Reading for Meaning* / *B) Reading For Craft and Structure / C) Integration of knowledge and Ideas*

1) Analyzes text - text, text to self, and text to world connections.

2) Identifies stated main idea and supporting details in grade level texts.

3) Identifies common themes across various genres in text and poetry.

4) Compares and contrast two texts in different genres.

5) Understands literary elements from text (point of view, flashback,

6) Reads fluently and comprehends appropriate grade level materials.

7) Generates how, why, and what if questions from the text to demonstrate comprehension.

8)  Questions an author’s purpose for writing a text.

**Essential Learning Objectives (ELO’s) - 7th Grade**

*Three overarching Ideas* / *A) Reading for Meaning* / *B) Reading For Craft and Structure / C) Integration of knowledge and Ideas*

1) Answers comprehension questions and locates the evidence / support using 7th grade appropriate text.

2) Compares and contrasts literary basic story elements (setting, character, plot, etc.)

3) Locates examples of figurative language building off of 6th grade curriculum (similes, metaphors, hyperbole, alliteration, personification, etc. in fiction, nonfiction, and poetry.

4) Summarizes 7th grade level text using detail from text.

5) Makes and supports inferences with text - based details.

6) Reads fluently and comprehends appropriate grade level materials.  
7) Explains the purpose of text features in non fiction (irony, serial plotting, mood, style, denotation, symbolism, and parable)

8)  Differentiates literary genres with reasoning.

**Essential Learning Objectives (ELO’s) / 8th Grade**

*Three overarching Ideas* / *A) Reading for Meaning* / *B) Reading For Craft and Structure / C) Integration of knowledge and Ideas*

1) Classifies elements of figurative language / imagery (complex similes, extended metaphors, allusions, colorful verbs, etc. in fiction, non-fiction, and poetry.

2) Summarizes grade level appropriate text using text - based details.

3) Makes inferences to draw conclusions

4) Identifies author’s tone and intent in fiction and non-fiction

5) Supports meanings of unknown words using context clues.

6) Reads fluently and comprehends appropriate grade level materials.

7) Explains how story elements evolve throughout a piece. (Limited omniscient, stream of consciousness, dramatic irony, style - literary conventions, denotation, connotation, antagonist, protagonist, tone, and foil)

8)  Analyzes the roles of particular paragraphs and sentences in supporting nonfiction topics.

9) Answers critical thinking questions in appropriate grade - level text.

10) Analyzes text using appropriate reading strategies (Activating prior knowledge, paraphrasing, predicting, summarizing, self-assessment, etc.)

**Comprehension Checklist – This list can be used by students to help them determine what they should stop and jot about as they read.**

*Before you start reading, did you*

Set a purpose for reading --- what do you need to find or figure out?

Think about what you already know about a topic - - - a lot or a little?

Read the captions, bold writing, chapter titles, summaries, and questions?

*During reading, did you*

Reread when you didn’t understand?

Create a mental picture of what you were reading?

Summarize the main point (s) after every page or two?

Decide that before you move on, you need to ask someone for help?

*After Reading, did you*

Stop and Jot

Mark the sections you didn’t understand?

Mark the sections you had questions about?

Learn what you thought you would in this reading?

Discuss your reading with your partner?

**Seven Comprehension Strategies**

*This is a summary of some of the major reading strategies that will be emphasized in seminars (mini lessons) and the interactive read aloud portion of class.*

**Draw Inferences –** Strategic Readers combine prior knowledge with text information to make inferences about the text. Gaps in understanding are filled in through predictions, inferences and new ideas.

**Activate Prior Knowledge** – Strategic readers use what is known about the topic of a text and the way the text is organized to check their comprehension to make metal connections between new information and existing knowledge.

**Synthesize** – Throughout reading, strategic readers mentally summarize information as a way to check their comprehension.

**Determine Important Details** – Making predictions and identifying the most important ideas of text come before, during, and after reading.

**Repair Comprehension –** when meaning has been lost, strategic readers to move reading back on track use fix-up strategies such as rereading and skipping ahead.

**Monitor Comprehension –** Reading rate and strategies are adjusted when a reader needs to understand different texts.

**Ask questions –** Questions are developed and answered by strategic readers throughout the reading of a text to activate prior knowledge, check comprehension, clarify ideas, and focus attention.

**Grading Guide**

|  |  |
| --- | --- |
| **Student Preparation**  (Each day will be worth a point (*5 points a week*) | Number of points |
| In order to get the day’s / week’s points, you must have proper learning materials with you every day. These include: Notebook Pen or pencil Post it note Book you are reading Always have a second book with you on deck in the classroom (or your locker) in case you finish the one you are working on or forget your main read at home. | M T W Th F  Comments: |
| You must a sheet that shows how much you have read in school and out of school. **This will not be graded**, but will be used to identify goals for your reading conference each week with Mr. Z. Bookmark versions are available for your convenience. | Turned in  Yes or No |
| **Reading Goal:**  Reading Goals are outlined in one on one conference with the teacher weekly.  What was your Reading Goal?  Did you meet your Reading Goal? | Yes or no |

**Overall Class Grading Scale: Percent Grade**

93-100 A

90 – 92 A-

88-89 B +

83-87 B

80-82 B-

78-79 C+

73-77 C

70-72 C-

68-69 D+

63-67 D

60-62 D-

59 and below F

**Reading Incentives Available:**

*Books &’ Company* (All Grades)

Opportunity to earn a coupon for 15% off the purchase of one book at Books & Company

Six Flags Great America (6th- 8th Grade)

Opportunity to earn one free ticket for entry

*Kuhtz’ Pizza*

Opportunity to earn a coupon entitles for $5.00 off a 16-inch pizza or $3.00 off a 12-inch pizza.

*Pizza Hut (6th Grade Only)*

Opportunity to earn one personal pan pizza once a month (October – November)